**KIPP Delta Collegiate High School**

2023-2024 School Improvement Plan

**Priority and Goal**

In the 2023-2024 school year, KIPP Delta Collegiate High School will increase academic achievement and student learning by better supporting teachers via unit internalizations, lesson internalizations, observations, feedback, and data meetings. Through the use of each of these components, teachers will be better able to support academic achievement and student learning in the classroom setting. In order to do so, leaders will espouse the High Reliability School guide. Therefore, the following data points will be tracked throughout the year to guarantee success:

* 80% of teachers, students, and families will agree that the school has a safe and collaborative culture.
* 90% of teachers will score proficient or higher on year end evaluations to show that effective teaching is taking place in every classroom.
* 100% of teachers are using a guaranteed and viable curriculum.
* 100% of teachers will exemplify proficiency in standards referenced reporting.
* 100% of teachers will exemplify proficiency in competency based educational strategies.

**Data**

To determine our goal, our school’s leadership reviewed the following student and family data: school matriculation; student reward earners; attendance, suspension rates, and expulsion rates as recorded in eSchool; school GPA data as reported in Schoolzilla; staff retention; reading data from Scholastic Reading inventory; Liveschool behavioral data; student achievement and proficiency from ACT Aspire and ACT tests; and data from KIPP Foundation student and family surveys. In 2022-2023, our attendance has been consistently at or above 95% (94.9%) and our year-over-year retention is up 6.5%. This is due in part to students feeling a sense of love and belonging while being supported academically with rigorous and engaging activities during class. However, we still have challenges as many of our students are reading below grade-level, performing inadequately in math, and are still having difficulty with completing homework and/or special projects. In order to increase student academic achievement, leaders will ensure strong instruction is happening each day by ensuring each teacher receives the full comprehensive coaching cycle. The coaching cycle consists of timely unit internalizations, weekly lesson internalizations, lesson observations, feedback and data meetings. Additionally, leaders and teachers will engage in weekly professional learning communities (PLCs) in which teachers will grapple with the following four questions: (1) What do we want students to learn? (2) How do we know if students are proficient in their learning? (3) What do we do if students do not show proficiency? (4) What do we do if students show proficiency?

**Tier 1**

To ensure strong Tier 1 instruction:

* Teachers will have a clear understanding of what students should know and be able to do in daily practices.
* Teachers will have a clear understanding of instructional models that best support their content to ensure related pedagogical strategies are intact.
* Teachers will have transferable criteria for success (CFS) that will better support closing the feedback loop for students.
* Teachers will analyze formative assessments daily to direct instruction.

**Tier 2**

To ensure strong Tier 2 instruction:

* Through data analysis, teachers will be able to generate targeted small group instruction based on students’ lack of proficiency in Tier 1 instruction.
* Students will function in their Tier 2 groups for no longer than six weeks.

**Tier 3**

To ensure strong Tier 3 instruction:

* Teachers/interventionists will provide one-to-one instruction for students who have not shown proficiency or growth after consistent Tier 2 instruction.
* Interventionists will provide support via HillRAP, Connections, or some other intensive support beyond what a homeroom teacher is able to provide.
* Students may be referred for 504/SPED services.

**Professional Learning**

Teachers will receive professional learning in each of the following components:

* The prospective curriculum in which they teach.
* Models of Teaching
* Standard Alignment
* Grading Vs. Scoring
* Data Analysis and Tracking
* Formative and Summative Assessments
* Logical Consequences
* Feedback
* Professional Learning Communities

Each of these components will support training such that the priority content constituents below can be effectively developed throughout the school year.

**Implementation Timeline**

| **July-October** | The School Leader (SL) and Assistant Principal (AP) will identify teaching proficiency for each teacher. They will then create a growth plan for each individual teacher’s instruction using the “Get Better Faster” instructional coaching tool. The “Get Better Faster” coaching rubric will only be used for the first 90 days of school as it is expected that by then teachers should phase out of the rubric. In this case, teachers will then shift to a content specific rubric.  |
| --- | --- |
| **October-May** | Through strong coaching and support, teachers will consistently work to meet the bar of proficient/exemplary in the following content rubric areas:* Joy
* Learning Environment
* Framing\*\*\*
* Reading Habits\*\*\*
* Direct Instruction\*\*\*
* Progress Monitoring\*\*\*
* Think-Aloud\*\*\*
* Higher Order Questioning
* Discourse\*\*\*
* Standard Coherence\*\*\*
* Scientific Language and Vocabulary\*\*\*
* Conditions for Student Agency\*\*\*
* Differentiation
* Planning and Content Knowledge

\*\*\*Denotes Priority Focus Areas |
| **August-May**  | * Deliver weekly professional development on the priority focus domains listed above.
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| **August-May**  | * Celebrate teacher growth via the “Get Better Faster” rubric/growth plan
* Celebrate teacher growth via content specific rubrics
* Consistently evaluate the overall effectiveness of the school via school reviews, surveys (teacher, student, and parent).
* Monitor the effectiveness of the School Leader and Assistant Principal by soliciting feedback from teachers, students, and parents via surveys as well as Leadership 360 reports.
* Evaluate effectiveness of strategies with teachers and school leadership team.
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**Monitoring and Evaluation Timeline**

| **Time** | **Action** |
| --- | --- |
| **Daily** | Morning and afternoon walk-throughs to ensure the following: * Instruction is starting on time
* Students are in uniform
* Students are engaged in a meaningful task
* Teachers are progress monitoring priority standards via a google spreadsheet.
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| **Weekly** | * Each teacher will engage in at least one lesson internalization.
* Each teacher will receive at least one full (45 minute) lesson observation.
* Each teacher will engage in an observation feedback meeting with his or her content coach.
* Each teacher will receive a follow-up walk-through.
* Each teacher will update their standard competency/proficiency bulletin board.
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| **Quarterly/As Needed** | * School Leaders and teachers will review academic interim data and compare it to the beginning of the year data to determine the level of impact instruction is having on student achievement and student learning.
* Celebrate the teachers of students who are meeting interim assessment benchmarks.
* Celebrate students who are meeting interim benchmarks assessments.
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